

# 2010 National Reading Recovery & K-6 Classroom Literacy Conference

February 6–9, 2010 in Columbus, Ohio



High-Quality Professional Development  
from the Nation's Leading K-6 Experts



More than 120 Specialized Sessions  
focusing on literacy instruction and quality children's literature



## Who Should Attend

- ★ Reading Recovery professionals
- ★ K-6 classroom and ELL teachers
- ★ Title I teachers and coordinators
- ★ School administrators, principals, superintendents, and psychologists
- ★ Reading specialists
- ★ Literacy coaches and coordinators
- ★ Curriculum and language arts specialists
- ★ Special education professionals
- ★ Interventionists
- ★ School librarians
- ★ Reading First coordinators
- ★ University faculty
- ★ School board members



Join us as we celebrate  
25 years of Reading Recovery  
in North America



New! Special 1-Day Response to Intervention Forum



## YOU ARE INVITED TO ATTEND

### ***Excellence Has a Name***

This year, we will celebrate the 25th anniversary of Reading Recovery in North America. Marie Clay's work in literacy education has influenced our theories and practices in significant ways, including assessment, literacy instruction, and professional development for teachers. During the next 25 years, her wisdom and knowledge will continue to guide us as we develop new partnerships and build new bridges to literacy.

As president of the Reading Recovery Council of North America, I invite you to fully participate in the 2010 National Reading Recovery & K-6 Classroom Literacy Conference. Please join us in this unique opportunity to work with some of the most knowledgeable and experienced educators in classroom literacy instruction, children's literature, literacy coaching, education for English learners, special education, response to intervention, and early intervention.

A keynote speaker headlines each day of the Conference:

- Carol Lyons, The Ohio State University, scholar and author
- Candy Dawson Boyd, Saint Mary's College, author and reading educator
- Brod Bagert, children's author and poet

In addition:

- Featured speakers will present in three specialty areas throughout the Conference;
- Preconference Institutes on Saturday, February 6, will provide in-depth study opportunities on a range of topics;
- Response to Intervention Forum on Monday, February 8, will focus on RTI, professional learning communities, and leadership issues; and
- 120 concurrent sessions offer learning opportunities related to classroom literacy, children's literature, special education, literacy coaching, English language learners, administration and implementation, and Reading Recovery.

The National Conference is yet one more avenue by which the Reading Recovery community supports teachers and students through excellent professional development that represents evidence-based and school-tested 'best practice.' Please join us for a memorable and enriching personal and professional experience.

Linda Dorn, president  
Reading Recovery Council of North America

### ***What past Conference attendees had to say:***

*Thank you for a wonderful learning experience. To have so many literacy leaders in one place is such a gift to teachers who hunger to keep up with what is happening with literacy in our country.*

— Classroom teacher

*It was the best conference I have ever been to. The quality of the presenters was top notch!*

— K-2 classroom teacher

*One of the best learning conferences teachers of literacy can attend.*

— Literacy coach/coordinator

*It was a wonderful conference for my first time! I found the workshops I attended to be very essential to my teaching.*

— Special education teacher

*I love coming to the conference each year and I try to bring at least one classroom teacher with me. I think the sessions offered are relevant and refreshing!*

— Reading Recovery teacher

*It was great, informative, folks were friendly and helpful, and presenters grounded in their work.*

— School administrator

*I received many great ideas for myself and for my school.*

— Title I teacher

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# ADDRESS YOUR PROFESSIONAL OBJECTIVES WITH 120 STIMULATING SESSIONS

Choose from a wide variety of session offerings to tailor your learning experience and meet your educational needs and goals.

Special emphasis is placed on research-based instruction in reading and writing.

Flexible registration options to attend the full Conference, partial Conference, and/or a Preconference Institute all at 2009 pricing.

Here are just a few of the 120 session topics that will address your professional objectives

#### K–6 Classroom Teachers and Title I Teachers

- Guided writing
- Balanced literacy framework
- Nonfiction texts
- Vocabulary
- Comprehension
- Small-group instruction for RTI

#### K–2 Classroom Teachers and Title I Teachers

- Using nonfiction texts and poetry
- The autism spectrum learner
- Writing
- Literacy centers
- English language learners
- Making the literature/math connection
- Word study and author study

#### Grades 3–6 Classroom Teachers

- Writing
- Guided reading
- Comprehension
- Poetry
- Nonfiction texts

#### Literacy Coaching

- School-based literacy coaching
- Coaching in support of K–2 teachers and students
- Coaching process: preconference, postconference, and goal setting
- How coaching changes over time in a building

#### Response to Intervention (RTI) Forum

- Comprehensive literacy programs
- Professional learning communities
- School-based literacy leadership teams
- Literacy staff development

#### School Administrators

- School literacy teams
- Increase implementation and yield higher discontinuing
- Support teachers' literacy efforts through study groups
- Qualitative research for improving teacher practice
- Students' motivation to read
- Marketing Reading Recovery

#### English Language Learners (ELL)

- Book introductions for ELL students
- ELL assessment
- Literacy instruction of ELL students
- Interactive approach to linking language and literacy
- Learning and teaching ELL students

#### Children's Literature

- What's new in children's literature for grades K–2 and 3–6
- Using nonfiction texts as a springboard for reading and writing text
- Vocabulary development
- Inquiry learning
- Picture books

#### Reading Recovery Trained Professionals

- Word solving across the lesson
- The power of reciprocity in student acceleration
- Teaching with explicit language
- Processing systems under construction
- Designing efficient and effective lessons
- Teacher decision to foster acceleration
- Literacy Lessons for special education students
- Quest for a readable text

#### Preconference Institute Sessions

Extend your Conference learning experience by enrolling in one of four Preconference Institute sessions on Saturday, February 6, from 9:00 am to 3:30 pm. These 1-day Institutes provide in-depth explorations of topics and include interactive discussions.

##### For Reading Recovery professionals

- Powerful Teaching for Language and Literacy Development
- Building Working Systems

##### For K–6 classroom educators

- Discovering and Removing Roadblocks for Struggling Learners
- Planning for Minilessons in the Reading Workshop

See complete list of all Conference sessions and descriptions inside.

# KEYNOTE SPEAKERS

## SUNDAY

### Carol Lyons

Author and professor emerita  
The Ohio State University  
Columbus, OH

### Changing Lives Forever: Looking Backward and Forward

A reflection on the impact of Reading Recovery during the last 25 years on literacy learning and teaching is followed by powerful lessons for Reading Recovery, special education, classroom teachers, and administrators that might guide us in the future.



## MONDAY

### Candy Dawson Boyd

Author and professor  
St. Mary's College  
Moraga, CA

### Celebrating Core Truths That Save Children

Marie Clay's extraordinary work in the field of early literacy has saved the lives of thousands and thousands of children all over the world. The impact of Reading Recovery on the lives of children and educators is inestimable. Over the years, I have found a small set of core truths that I believe should drive every educator. These core truths will be discussed.



## TUESDAY

### Brod Bagert

Author and poet  
Metairie, LA

### Rambo Teacher

Are you starting to wonder if you should have been a doctor? Do your teacher muscles need a little dose of steroids? In the highly politicized world of "high stakes" education, where parents, press, and political pundits claim to have all the answers while they ignore the insights of classroom professionals, are you starting to feel a little frustrated? Enter RAMBO TEACHER! A passionate, patient, irrepressible spirit who has dedicated her life to shaping the future and "always puts the children first."



## KEYNOTE SPEAKER BIOGRAPHICAL INFORMATION

Carol Lyons is a highly respected educator in the field of early literacy, brain research, reading/learning disability, teacher education, and Reading Recovery. Her book, *Teaching for Struggling Readers: How to Use Brain-based Research to Maximize Learning*, is widely acclaimed. She is co-author of *Partners in Learning: Teachers and Children in Reading Recovery*; *Systems for Change in Literacy Education: A Guide to Professional Development*; and co-editor of *Bridges to Literacy: Learning from Reading Recovery*.

Candy Dawson Boyd is an award-winning children's author and a renowned K-12 reading educator. Her work emphasizes literature and culturally diverse learning. As founder of Common Literacy Culture, Boyd is dedicated to improving the teaching of reading and writing for urban children. Her award-winning books for young people include *Circle of Gold*, *Charlie Pippin*, and *Chevrolet Sundays*.

Brod Bagert is an author and poet raised in New Orleans. He believes that the sound of words is as important to poetry as the sound of notes is to music. Bagert has written 15 books of poetry for children and adults and tours some 30 weeks a year. His entertaining sessions carry a strong message for educators. Prior to becoming a poet, he practiced law, served in public office, and raised four children who are the joy of his life. In 1992, he closed his law practice and became a full-time poet.

## CONFERENCE SPONSORS

### GOLD SPONSOR



### BRONZE SPONSOR



### FRIEND SPONSORS





# FEATURED SPEAKERS

**▣ Ticketed Sessions Open to Reading Recovery-Trained Professionals Only ▣**  
**Classroom Literacy Sessions Open to All Attendees, No Ticket Required**

## **Making the Invisible Visible: The Role of Meaning in Effective Literacy Processing** **▣**

Sunday 1:30-3:00 pm  
 Monday 3:00-4:30 pm

### **Nancy Anderson**

*Reading Recovery trainer, Texas Woman's University, Denton, TX*

Meaning is the most important source of information for literacy learners; however, it may be hard to value 'invisible' information over 'visible' letters on the page. Understand the critical role of meaning as the guiding force of strategic activity and explore how reading and writing weave together to support effective comprehension instruction that engages learners.



## **Celebrating an Extraordinary Journey** **▣**

Sunday 3:30-5:00 pm  
 Monday 8:30-10:00 am

### **Billie Askew**

*Reading Recovery trainer emerita, Texas Woman's University, Denton, TX*



### **Barbara Watson**

*Reading Recovery trainer, Auckland, New Zealand*

We celebrate the legacy of Marie Clay by tracing her journey that changed literacy education around the world — from her first teaching experiences to our visions for the future. Drawing on international contributions to the book *Boundless Horizons*, we focus on the extraordinary impact and longevity of Reading Recovery in the United States — a journey that continues after 25 years!



## **Comprehension: What Do We Understand?** **▣**

Monday 8:30-10:00 am  
 Tuesday 10:30 am-Noon

### **Mary Fried**

*Reading Recovery trainer, The Ohio State University, Columbus, OH*

Clay (2001) states, 'Comprehension is involved in all reading and writing of continuous text, even a one sentence message.' Explore teaching and learning actions for ensuring and advancing comprehension which are embedded in Reading Recovery procedures and teaching conversations during lessons.



## **Reaching the Outer Limit** **▣**

Sunday 3:30-5:00 pm  
 Monday 1:00-2:30 pm

### **Floretta Thornton-Reid**

*Reading Recovery trainer, Georgia State University, Atlanta, GA*

Clay (2005) reminds us 'there is no relaxation of challenges posed' as the teacher constantly moves toward the outer limits of the zone of proximal development (ZPD). Explore using the nuances of complex observation as well as teacher-child interactions to support reaching the ZPD outer limits as a child learns to write words and messages. We do writing every day with children. Are we creating the strongest possible processes in that time?



## **CLASSROOM LITERACY SESSIONS**

### **Helping Students Use Comprehension Strategies on Their Own**

Monday 3:00-4:30 pm  
 Tuesday 10:30 am-Noon

### **Janice Almasi**

*Carol Lee Robertson, Endowed Professor of Literacy, University of Kentucky, Lexington, KY*

Students often have difficulty using strategies independently and transferring strategy use to other contexts. Examine critical elements needed in the learning environment to foster independent strategy use. Techniques for designing lessons that gradually release responsibility for strategy use from teachers to students are also shared.



### **Literacy, Learning, Thinking, and Classroom Communities**

Monday 8:30-10:00 am  
 Monday 1:00-2:30 pm

### **Peter Johnston**

*author and literacy researcher, Albany, NY*

Discover how the classroom choices we make, particularly our language choices, influence the qualities of the classroom learning community, and learn how to make those choices wisely. The qualities we build will impact children's comprehension, their social relationships, their intelligence, and how they handle challenge, adversity, uncertainty, and difference.



## **Guided Writing: Teaching with Power and Purpose (K-3)**

Sunday 1:30-3:00 pm

### **Jan Richardson**

*educational consultant, Arlington, VA*

Guided writing is a small group approach to writing instruction that targets a specific skill or strategy students need to learn. Topics include analyzing writing samples to identify a focus strategy, creating powerful minilessons, and providing appropriate scaffolds and prompts that help accelerate students.



## **The "X-celeration Factor" in Guided Reading**

Monday 1:00-2:30 pm

### **Jan Richardson**

Examine the issues and teaching decisions that have the greatest impact on acceleration at all stages of reading development: using assessments to group students and select a focus, choosing books to support the focus strategy, and prompting students to use strategies appropriate for each reading stage. Learn X-cellent guided reading tips to X-cite your students and X-celerate their reading!

## **Special Guest**

### **Jenny Clay**

*author, New Zealand*  
 Tuesday, 10:30 am-noon



### **Reflections on the Life and Legacy of Marie Clay**

*with Mary Anne Doyle, Reading Recovery trainer, University of Connecticut, Storrs, CT*

This informal session presents discussion of the life and legacy of Marie Clay as shared in *Memories of Marie, Reflections on the Life and Work of Marie M. Clay*. By describing the development and publication of her book, Jenny Clay, author and daughter of Marie, will share insights and inspiring reflections from an international collection of colleagues and friends. Mary Anne Doyle will add detail of Marie's international influence and her remarkable planning for the ongoing success of Reading Recovery around the world. The session will conclude with opportunity for Jenny to sign your copies; books will not be sold at this session.

# MASTER CONFERENCE SCHEDULE

— All room assignments are tentative —

## CONFERENCE HIGHLIGHTS

Tailor your learning experience by choosing from more than 120 sessions that enable you to meet your educational goals and needs. Join literacy experts from around the world as they share their knowledge and wisdom of literacy instruction.

Earn up to 17.5 hours toward professional development units.

## KEYNOTE SPEAKERS

Carol Lyons  
Candy Dawson Boyd  
Brod Bagert

see page 2

## Author Book Signings

see page 21

## Featured Speakers

Janice Almasi  
Nancy Anderson  
Billie Askew  
Mary Anne Doyle  
Mary Fried  
Peter Johnston  
Janice Richardson  
Floretta Thornton-Reid  
Barbara Watson

## with Special Guest

Jenny Clay from New Zealand

see page 3

## 4 Preconference Sessions

Choose a day-long session for an in-depth exploration of a topic that meets your needs.

see page 5

## Response to Intervention Forum

Begins at 8:30 am on Monday with a full day of RTI-focused sessions

see page 8

## Exhibits Open Saturday–Monday

Showcasing the latest books and educational tools

see page 20

## FRIDAY, FEB. 5, 2010

5:00 pm – 8:00 pm Registration — Columbus Convention Center

## SATURDAY, FEB. 6, 2010

8:00 am – 8:00 pm Registration — Columbus Convention Center

9:00 am – 3:30 pm Preconference Institutes — Convention Center

3:00 pm – 6:00 pm Exhibits Open — Convention Center, Exhibit Hall C

## SUNDAY, FEB. 7, 2010

7:30 am – 5:30 pm Registration — Columbus Convention Center

8:30 am – 5:30 pm Exhibits Open — Convention Center, Exhibit Hall C

10:30 am – Noon Conference Opening Session — Convention Center Ballrooms I, II, III

**KEYNOTE ADDRESS by Carol Lyons**

Noon – 1:30 pm Box Lunch in Exhibit Hall C

12:30 pm – 1:15 pm Author Book Signing Session — Convention Center, Exhibit Hall C

1:30 pm – 3:00 pm Concurrent Sessions — Convention Center and Hyatt Regency

3:30 pm – 5:00 pm Concurrent Sessions — Convention Center and Hyatt Regency

5:30 pm – 7:00 pm 25th Anniversary Reception — Convention Center

## MONDAY, FEB. 8, 2010

7:30 am – 4:00 pm Registration — Columbus Convention Center

8:00 am – 5:00 pm Exhibits Open — Convention Center, Exhibit Hall C

8:30 am – 4:30 pm Response to Intervention (RTI) Forum — Convention Center

8:30 am – 10:00 am Concurrent Sessions — Convention Center and Hyatt Regency

10:30 am – 11:45 am General Session — Convention Center Ballrooms I, II, III

**KEYNOTE ADDRESS by Candy Dawson Boyd**

11:45 am – 1:00 pm Box Lunch in Exhibit Hall C

1:00 pm – 2:30 pm Concurrent Sessions — Convention Center and Hyatt Regency

3:00 pm – 4:30 pm Concurrent Sessions — Convention Center and Hyatt Regency

4:30 pm – 5:30 pm Membership Meeting and Reception — Convention Center

## TUESDAY, FEB. 9, 2010

8:00 am – Noon Registration — Convention Center

9:00 am – 10:00 am General Session — Convention Center Ballrooms I, II, III

**KEYNOTE ADDRESS by Brod Bagert**

10:30 am – Noon Concurrent Sessions — Convention Center and Hyatt Regency

Noon Conference Adjourns

# PRECONFERENCE INSTITUTES

Saturday, February 6 — 9:00 am–3:30 pm — Preregistration Required

**Extend your Conference learning experience by enrolling in a Preconference Institute**

Institutes provide in-depth explorations of topics and include interactive discussions and audience participation

## INSTITUTES 1 AND 2 OPEN TO READING RECOVERY-TRAINED PROFESSIONALS ONLY

### 1 Powerful Teaching for Language and Literacy Development in Reading Recovery Lessons

*Judith Chibante Neal, Reading Recovery trainer emerita, Fresno, CA*

*Patricia Kelly, Reading Recovery trainer, San Diego State University, San Diego, CA*

English learners pose unique opportunities to consider the interplay between language and literacy achievement. The success of English learners with Reading Recovery teaching demonstrates how children with varying levels of English proficiency can achieve remarkable growth. Learn more about the power of conversation, book reading, and story writing, as well as ways to scaffold instruction, to enable acceleration of English learners' literacy development.

### 2 Building Working Systems

*Mary Fried, Reading Recovery trainer, The Ohio State University, Columbus, OH*

*Cheri Slinger, Reading Recovery teacher leader, Upper Arlington/ South-Western Site, Columbus, OH*

Clay (COT p. 91) states: 'several kinds of perceptual/cognitive systems are critical for extending literacy processing power...' Explore teaching and learning interactions as they relate to *Change Over Time in Children's Literacy Development* chapter 3, Assembling working systems: how young children begin to read and write texts. *Literacy Lessons Designed for Individuals* and *Change Over Time in Children's Literacy Development* are used.

## INSTITUTES 3 AND 4 OPEN TO ALL ATTENDEES

### 3 Reading Roadblocks: Discovering and Removing Roadblocks for Struggling Learners

*Diane DeFord, professor, Swearingen Literacy Chair, University of South Carolina, Columbia, SC*

*Libby Larrabee, literacy specialist, Chagrin Falls, OH*

*Maryann McBride, literacy specialist, Clemson University, Clemson, SC*

Explore the evolutionary changes that take place in reading (K–6) and instructional practices that support and extend readers in the classroom setting. This session addresses some common roadblocks that struggling readers have. Some assessment and analysis techniques are used, and instructional strategies explored to help make reading easier and more rewarding.

### 4 Planning for Minilessons in the Reading Workshop K–6

*Franki Sibberson, author and elementary educator, Dublin City Schools, Dublin, OH*

The minilesson portion of the reading workshop is critical if students are going to become independent readers in the elementary grades. This workshop focuses on ways to think about and plan minilessons so that conversations build across the school year. A key to quality minilessons is book selection. An extensive booklist is shared.

**Preregistration For All Preconference Institutes Required. Full Conference Fees Additional — See Page 23.**

	RRCNA Member	Non-Member		RRCNA Member	Non-Member
If paid before Dec. 1, 2009	\$175	\$225	If paid after Dec. 1, 2009	\$210	\$260

**ALL PRECONFERENCE INSTITUTE ATTENDEES GAIN EARLY ACCESS TO THE EXHIBIT HALL**

**Register  
for the 2010  
National  
Conference  
at 2009 Pricing**

**Online Only Registration!**

**Please be sure to read all  
the important information on  
pages 22 and 23.**

# GREAT VALUE

for your individual learning experience at the 2010 National Reading Recovery & K-6 Classroom Literacy Conference



## Be a part of this vibrant professional learning community

that combines the richness of deep learning with ideas that you can implement right away. In addition to sessions on literacy instruction, you'll find topics and issues surrounding response to intervention (RTI) and early intervention throughout the Conference program.

**Tailor your learning experience** by choosing from a wide variety of educational opportunities that enable you to meet your educational goals and needs. Emphasis is placed on research-based instructional methods for reading and writing. The 2010 Conference includes new speakers and features visionary leaders in the K-6 classroom literacy and Reading Recovery fields.

## 2010 CONFERENCE REGISTRATION FEES AT 2009 PRICING!

Flexible registration options give you the ability to register for the entire Conference, partial Conference, and/or the Preconference Institute. Create your own unique experience by attending sessions on topics such as K-6 classroom literacy, children's literature, coaching, administration, kindergarten, English language learners, special education, and Reading Recovery.

## A WIDE VARIETY OF OPPORTUNITIES TO MEET YOUR NEEDS

**The Reading Recovery Strand** offers two Preconference Institutes and 40 sessions for Reading Recovery teachers, teacher leaders, and trainers. This strand provides sessions for all levels of expertise and experience. Sessions include both concurrent and study session formats (see pages 10-12 for descriptions). A concurrent session is a 90-minute single-topic program in a lecture-type format. A study session focuses on a single topic allowing participants to share in an in-depth investigation directed by presenters; participant interaction is encouraged.

**Classroom Literacy Sessions** are offered for classroom and Title I teachers, literacy and curriculum specialists, and other educators.

- Grades K-6 Classroom Literacy offers 21 concurrent sessions plus two Preconference Institute sessions. See pages 13-14 for descriptions.
- Grades K-2 Classroom Literacy offers 24 sessions. See pages 15-16 for descriptions.
- Grades 3-6 Classroom Literacy offers 10 sessions. See page 17 for descriptions.

**The Implementation Strand** includes 6 sessions on topics such as administration and research to meet the needs of school principals, superintendents, administrators, site coordinators, and school board members, as well as Reading Recovery and literacy professionals. See session descriptions on page 9.

**The Literacy Coaching Strand** offers 10 sessions to help literacy coaches support teachers in becoming more thoughtful and knowledgeable about their instruction. See page 18 for session descriptions.

**The Children's Literature Strand** offers 7 sessions by educational experts sharing children's books and addressing the roles they play in children's lives and in their learning. See page 19 for session descriptions.



**NEW! Response to Intervention (RTI) Forum** will be held on Monday, February 8. It is a collaborative effort with the U.S. Department of Education. The forum will explore the components of a comprehensive literacy model as an RTI approach, including Reading Recovery, K-6 literacy groups and classroom interventions, and it will examine a framework and process for implementation, assessment and improvement. For school administrators and stakeholders, the forum begins with an opening session at 8:30 am, followed by the Conference keynote session, lunch, and afternoon sessions. See page 8 for session descriptions.



### **NEW! Reading Recovery—What Is It and How Can I Learn More?**

Stop by to ask your questions about Reading Recovery as an early literacy intervention, how to implement it in your school or district, or other inquiries. Reading Recovery professionals will be available Saturday from 3:00-5:00 pm and again on Sunday from 12:30-3:30 pm for one-on-one information sessions.



**NEW! 25th Anniversary Reception** will commemorate 25 years of Reading Recovery in North America! The reception is a unique opportunity to celebrate, to reflect, and to recognize people, events, and accomplishments. All Conference attendees are invited to the reception which will be held on Sunday, February 7, from 5:30-7:00 pm at the Convention Center. Barbara Watson and Jeny Clay, daughter of Marie Clay, will join us as our special guests. Hors d'oeuvres and refreshments will be served. This is an optional event for Conference attendees; pre-registration and a ticket are required.

### **Site Coordinators Lunch**

Join your colleagues for a "lunch bunch" session on Sunday, February 7 at noon. Site coordinators are critically important in building, maintaining, and sustaining Reading Recovery. This gathering provides opportunities for you to learn what others are doing to make their implementation a success and offers creative ideas and communication resources to help you build support when you return to your school district.



# SCHOLARSHIP OPPORTUNITIES

are available for the 2010 National Reading Recovery & K-6 Classroom Literacy Conference

All scholarships will be awarded through national competitions administered by the Reading Recovery Council of North America, Inc., and can be used to cover Conference and Preconference registration, travel, hotel, and per diem expenses associated with attending the Conference. Expenses in excess of the scholarship amount will be the responsibility of the scholarship recipient or the school district.



*Recipients of the 2009 TOSA National Conference Scholarships assembled at the 2009 National Reading Recovery & K-6 Classroom Literacy Conference. Pictured are (L-R standing) Mary Zirm, Los Osos, CA; Claudia Braun, Apple Valley, MN; Lillian Sharon Cox, Sitka, AK; Sharon Lehocky-Reed, Oak Creek, WI; Nicki McGowan, Nashville, TN; Linda Fikse, Sioux City, IA; Beth Magsig, Lexington, KY; Denice Williams, Richmond, IN; (L-R seated) Christine Swift, Falls Church, VA; Patricia Maier, St. Maarten, Antille; RoseMarie Palmer, Springville, UT; Lisa Blake, Grand Island, NY; Antoinette DiBellonia, Grand Island, NY; Gail Berkowitz, Richboro, PA; Fiker Tena Kebede, Addis Ababa, Ethiopia.*

**Completed applications must be postmarked by Oct. 15, 2009**

## **Minnesota Professional Development Grant for Minnesota Reading Recovery professionals to attend the National Conference**

Awards of \$1,000 will be made to support attendance by Reading Recovery teachers, teacher leaders, university trainers, and others who support the implementation of Reading Recovery. Established in memory of Diane Holum, this award honors Diane's commitment and passion for literacy and learning.



## **RRCNA Professional Development Scholarships for Reading Recovery teachers to attend the National Conference**

RRCNA, in collaboration with the U.S. Department of Education, is awarding 25 Conference attendance scholarships valued at \$1,000 each to enable active Reading Recovery teachers in the United States to attend the 2010 National Conference.

*Funding for these scholarships has been provided through an award from the U.S. Department of Education, under award number U215K090094, for the Fund for the Improvement of Education (FIE) Program.*

**One Kaeden Books Scholarship** for a Reading Recovery professional in the amount of \$1,000. Kaeden Books was founded in 1986 in Rocky River, Ohio, to provide quality reading materials for primary teachers to use with children in their first years of the reading experience.

**One Zaner-Bloser Scholarship** for a Reading Recovery teacher in the amount of \$1,000. The mission of Zaner-Bloser, the Language Arts and Reading Company, is to make a significant contribution to the education of children in prekindergarten through eighth grade by publishing materials of highest quality.

Additional scholarships are awarded through the **Geri Stone Memorial Scholarship Fund** established by the Reading Recovery Council of Michigan, family members, and friends to remember the leadership of Geri Stone. Geri was an active leader and a major advocate for Reading Recovery. This fund provides financial awards to help continue her work and RRCNA's vision: "We open doors to a literate future for children who initially struggle in learning to read and write."

Each scholarship has different criteria, and a separate application must be submitted for each award. For additional scholarship opportunities and applications, visit our website at [www.readingrecovery.org/scholarships](http://www.readingrecovery.org/scholarships) or contact [jwolf@readingrecovery.org](mailto:jwolf@readingrecovery.org)

# NEW! One-Day Response to Intervention Forum

## RTI Forum — Monday, February 8

School administrators  
School psychologists  
Special educators  
Curriculum directors  
Site coordinators  
School board members  
Literacy educators

Schools across the country are transitioning to a focus on identifying struggling students early and applying scientifically based interventions before referring students for special education services. This approach involves a well-orchestrated assessment and intervention plan designed by the school to meet the specific needs of its student body. The Response to Intervention (RTI) Forum offers valuable and timely information that will benefit your school right away.

This one-day RTI Forum is a collaborative effort with the U.S. Department of Education. School administrators and stakeholders will learn

- the components of a comprehensive literacy model as an RTI approach, including Reading Recovery, K–5 literacy groups, and classroom interventions;
- a framework and process for implementation, assessment, and improvement; and
- how schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.

Whether you register for the entire Conference or the Response to Intervention Forum only, we encourage you to attend these special sessions.

Funding for the RTI Forum has been provided through an award from the U.S. Department of Education, under award number U215K090094, for the Fund for the Improvement of Education (FIE) Program.

Register for this RTI forum or for the entire 3-day Conference at [www.rrcna.org/conferences](http://www.rrcna.org/conferences)

**8:30-8:45 am**

### Introduction and RTI Forum Overview

*Linda Dorn, RRCNA president and Reading Recovery trainer, University of Arkansas at Little Rock, Little Rock, AR*

**8:45-10:15 am**

### Response to Intervention: Promises, Possibilities, and Potential Problems

*Marjorie Lipson, professor emerita and university scholar, University of Vermont, Burlington, VT*  
*Karen Wixson, professor of education, University of Michigan, Ann Arbor, MI*

In 2008, the International Reading Association created the Response to Intervention Commission. Drs. Lipson and Wixson, who cochair the Commission, share its work, focusing on the Guiding Principles for RTI. They discuss existing research on RTI and how to use the principles to get started with or improve existing RTI efforts, including how Reading Recovery fits into an RTI plan.

**10:30-11:45 am**

### Conference Keynote Session: Celebrating Core Truths That Save Children

*Candy Dawson Boyd, author & professor, Saint Mary's College, Moraga, CA*

Marie Clay's extraordinary work in the field of early literacy has saved the lives of thousands and thousands of children all over the world. The impact of Reading Recovery on the lives of children and educators is inestimable. Over the years, I have found a small set of core truths that I believe should drive every educator. These core truths will be discussed.

**11:45 am-1:00 pm**

### RTI Forum Luncheon

Marjorie Lipson and Karen Wixson follow up their morning session with an open discussion on RTI and include time to answer your questions.

*Facilitators:*

*Shannon Henderson, Purdue University, West Lafayette, IN*  
*Judy Embry, University of Kentucky, Lexington, KY*

**1:00-2:30 pm**

### Power of Professional Learning Communities: Collaboration Leading to Change

*Terri Beeler, literacy consultant, Houston, TX*

Discuss current research on effective professional development. Focus on establishing professional learning communities that lead to more effective instructional practices and higher achieving students. Learn how schools can implement professional learning communities as a component of their RTI plan.

### Sustaining and Expanding Success in Schools

*Enrique Puig, director, The Florida Literacy and Reading Excellence Center, Orlando, FL*

Focus on the form and function of school-based literacy leadership teams in implementing an investigative cycle to support schools in responding to interventions. Review and discuss specific action steps.

**3:00-4:30 pm**

### Teacher To Teacher — Literacy Staff Development

*From Walled Lake Consolidated Schools, Walled Lake, MI:*  
*Susan Matz, director of elementary instruction and state and federal programs*  
*Alec Bender, principal*  
*Lynn Mangold, Reading Recovery teacher leader*

Effective classroom instruction is an essential element in Tier 1 of your school's RTI plan. Learn how the Teacher To Teacher project delivered onsite, focused, professional development for teachers. Each session focused on a part of workshop with a structured classroom observation followed by facilitated debriefing and team goal-setting. Results showed an increase in successful interventions for struggling students.

### Every Child, Every Day, Whatever It Takes

*From Ozark Public Schools, Ozark, MO:*  
*Karen Scott, director of federal programs*  
*Sonia Beth, Reading Recovery teacher*  
*Chanda Clayman, assistant director of special services: RTI*  
*Sherre Marek, Reading Recovery teacher leader*  
*Jeannine Pace, literacy coach*  
*Phylliss Wolfram, director of special services*

Learn how a comprehensive literacy program with Reading Recovery is foundational to the success of a growing district focused on the success of all students with aligned leadership and vision.

# Implementation, Research, and Administration

## STRAND SESSIONS

School administrators, school board members, curriculum directors, Reading Recovery site coordinators and teacher leaders are encouraged to attend these sessions, as well as the RTI Forum sessions on the previous page.

### School Literacy Teams

*From Fort Bend ISD, Sugar Land, TX:*  
*Cynthia Bogle, Reading Recovery teacher leader*  
*Tom Heinly, principal*

Learn how campuses have empowered teachers and children through school literacy teams (SLTs). SLTs address Reading Recovery/DLL program implementation and provide professional development and discussion related to campus literacy issues.

### Teacher Research in Reading Recovery Settings

*Catherine Compton-Lilly, Reading Recovery trainer,*  
*University of Wisconsin Madison, Madison, WI*

Qualitative research can be a tool for improving teaching practices. Explore possibilities for qualitative research in Reading Recovery. Case study research, analyzing language, and writing for publication are addressed.

### Study Groups: Meeting the Professional Needs

*Cathleen Duvall, Reading Recovery teacher leader,*  
*Fort Bend ISD, Sugar Land, TX*

Support teachers' literacy efforts through study groups. Discussion includes your role, choosing topics and finding resources, planning and scheduling groups, and establishing a format for the sessions.

### Get Sassy and Sell the Program!

*From Gwinnett County Public Schools, Lawrenceville, GA:*  
*Crystie Flynt, Reading Recovery teacher leader*  
*Angie Bennett, Reading Recovery teacher leader*  
*Lisa Lang, Reading Recovery teacher leader*

In tough economic times, marketing becomes even more critical. Innovative ways to increase implementation and yield higher discontinuing rates year after year in a large and diverse urban district are shared.

### Reading Recovery Students' Motivation to Read

*Salli Forbes, Reading Recovery trainer, University of*  
*Northern Iowa, Cedar Falls, IA*

*Susan Fullerton, Reading Recovery trainer emerita,*  
*Clemson University, Clemson, SC*

Learn the results of a study of Reading Recovery students' motivation to read.

### Marketing Reading Recovery to Decision Makers

*Randy Overbeck, assistant superintendent, Xenia*  
*Community Schools, Xenia, OH*

Learn how to market Reading Recovery to administrators, board members, and politicians using current business language such as *value-added*, *return on investment*, and *leveraging long-term impact*.

## Reading Recovery – What Is It and How Can I Learn More?

Stop by to ask questions about Reading Recovery as an early literacy intervention, how to implement it in your school or district, or other inquiries.

View a demo of the RRCNA website.

**Reading Recovery professionals will be available Saturday from 3:00–5:00 pm and again on Sunday from 12:30–3:30 pm for one-on-one information sessions.**



**Be sure to read all the important information about Online-Only Registration on pages 22 and 23.**



# Reading Recovery

## STRAND SESSIONS

### **Making the Invisible Visible: The Role of Meaning in Effective Literacy Processing**

*Nancy Anderson, Reading Recovery trainer, Texas Woman's University, Denton, TX*

Meaning is the most important source of information for literacy learners; however, it may be hard to value 'invisible' information over 'visible' letters on the page. Understand the critical role of meaning as the guiding force of strategic activity and explore how reading and writing weave together to support effective comprehension instruction that engages learners.

### **Revealing, Teaching, Telling**

*Evelyn Arthur, Reading Recovery teacher leader, Adams County Ohio Valley Schools, West Union, OH*

"You know that" has never been enough! Explore teaching interactions through various levels of prompting support: *revealing*, *teaching* through demonstration, and *telling* at appropriate points throughout the lesson.

### **Celebrating an Extraordinary Journey**

*Billie Askew, Reading Recovery trainer emerita, Texas Woman's University, Denton, TX*

*Barbara Watson, Reading Recovery trainer, Auckland, New Zealand*

We celebrate the legacy of Marie Clay by tracing her journey that changed literacy education around the world — from her first teaching experiences to our visions for the future. Drawing on international contributions to the book *Boundless Horizons*, we focus on the extraordinary impact and longevity of Reading Recovery in North America — a journey that continues after 25 years!

### **Reading and Writing: Teaching for Reciprocal Gains**

*Ann Ballantyne, Reading Recovery trainer, New York University, New York, NY*

Explore how to teach for accelerated progress in reading and writing by attending to the common elements by increasing control over ideas and story meaning, language structure, vocabulary growth, letter-sound linking; and speedy pick-up of visual information.

### **Planning Effective Book Orientations**

*Janet Behrend, Reading Recovery trainer, University of Arkansas at Little Rock, Little Rock, AR*

An effective orientation takes the 'bugs' out of the text before reading and prepares the child for a successful first encounter. Participants use essential elements of book orientations to evaluate and write book orientations.

### **What is the Author's REAL Message**

*Janet Bufalino, Reading Recovery trainer, Shippensburg University of Pennsylvania, Shippensburg, PA*

Explore the meaning of books from level 1 to level 16. The meaning of the author's message and the child's use of the picture are often very different.

 *Denotes Study Session*  *Denotes Ticketed Session*

### **Analyzing Running Records: Responding to Changes**

*Susan Burroughs, Reading Recovery teacher leader, Toronto District School Board, Toronto, ON, Canada*

Deeper analysis of running records can provide valuable information helping teachers stay on the cutting edge of children's learning and make powerful teaching decisions as students develop increasingly effective processing systems.

### **Reflections on the Life and Legacy of Marie Clay**

*Jenny Clay, author, New Zealand*

*Mary Anne Doyle, Reading Recovery trainer, University of Connecticut, Storrs, CT*

This informal session presents discussion of the life and legacy of Marie Clay as shared in *Memories of Marie, Reflections on the Life and Work of Marie M. Clay*. By describing the development and publication of her book, Jenny Clay, author and daughter of Marie, will share insights and inspiring reflections from an international collection of colleagues and friends. Mary Anne Doyle will add detail of Marie's international influence and her remarkable planning for the ongoing success of Reading Recovery around the world. The session will conclude with opportunity for Jenny to sign your copies; books will not be sold at this session.

### **Literacy Intervention with Special Education Students**

*Lynn Curran Sargent, Reading Recovery teacher leader, Western Maine Reading Recovery, Oxford, ME*

Explore the successes achieved when using *Literacy Lessons Designed for Individuals* to promote accelerated literacy learning for students in special education. Videoclips and examples of student learning and progress are shared.

### **The Power of Our Words Across the Reading Recovery Lesson**

*From the Bentonville Public Schools, Bentonville, AR:  
Sandra Dennison, Reading Recovery teacher leader  
Linda Holman, Reading Recovery teacher*

Use scaffolding techniques and gradual release model to promote self-regulated learners. Examine how our words and support will change over time to facilitate acceleration of the literacy learner.





# Reading Recovery

## STRAND SESSIONS CONTINUED

### **Comprehension: What Do We Understand?**

*Mary Fried, Reading Recovery trainer, The Ohio State University, Columbus, OH*

Clay (2001) states, 'Comprehension is involved in all reading and writing of continuous text, even a one sentence message.' Explore teaching and learning actions for ensuring and advancing comprehension, which are embedded in Reading Recovery procedures and teaching conversations during Reading Recovery lessons.

### **Midyear Entry — Spring Success!**

*Sharon Gilbert, Reading Recovery teacher leader, Marion City Schools, Marion, OH*

Great strengths! Big gaps! Examine the characteristics of children who begin their lessons midyear, and the teaching decisions that accelerate their progress. Focus on developing an efficient visual processing system.

### **Fluency... Teach for It!**

*Pamela Grayson, Reading Recovery teacher leader, Chapel Hill/Carrboro City Schools, Chapel Hill, NC*

Explore the role of fluent reading in the Reading Recovery lesson and throughout a student's program. Explore the why, when, and how of fluent reading. Videos are used for demonstrations.

### **Teaching for Independence in Writing**

*Jackie Heinz, Reading Recovery teacher leader, Central Wisconsin Reading Recovery Consortium, Wisconsin Rapids, WI*

Use of direct teaching, demonstrating, prompting, confirming, and praises to build independent writers.

### **Designing Efficient and Effective Lessons**

*Phoebe Ingraham, Reading Recovery teacher leader, Wright State University, Dayton, OH*

How to plan for efficient and effective lessons, fitting it all into 30 minutes.

### **Random Acts of Attending and Solving**

*Karen James, Reading Recovery teacher leader, Little Rock Schools, Little Rock, AR*

Students who are struggling often have a random, even haphazard, approach of looking at text and solving text quandaries. Look at patterns in student behavior and subsequent teaching to promote effective and flexible solving.

### **Running Records: A 'GPS' for Driving Instruction**

*Gaynell Jamison, Reading Recovery teacher leader, Monticello Schools, Monticello, AR*

*Patsy Conner, Reading Recovery teacher leader, University of Arkansas at Little Rock, Little Rock, AR*

Running records are a guide to the processing system that a student is using/neglecting on the reading task. Clay's Observation Survey provides the navigation system that drives the teacher's instruction for the learner.

### **The Ins and Outs of Breaking and Taking Words Apart**

*Clifford Johnson, Reading Recovery trainer, Georgia State University, Atlanta, GA*

Explore the ins and outs of breaking words and taking words apart in reading using theory and procedures related to *Literacy Lessons Part 2*: section 1 and section 3.

### **Attending to Word Learning: Refining the Focus**

*Noel Jones, Reading Recovery trainer emeritus, University of North Carolina Wilmington, Wilmington, NC*

Word learning in Clay's theory occurs continuously and throughout lessons. However, special attention is needed to help many children learn how to learn words and to help most children learn how words work.

### **Fostering Student Success from the Start**

*From Little Rock Schools, Little Rock, AR:  
Tina Jordan, Reading Recovery teacher  
Karen James, Reading Recovery teacher leader*

Utilize teacher-made books to solidify and extend knowns, and teach language structure to support text reading.

### **Lesson Records: What Do I Write?**

*Betsy Kaye, Reading Recovery trainer, Texas Woman's University, Denton, TX*

This session is designed to assist Reading Recovery teachers in taking lesson record notes that help them reflect on their teaching.

### **Processing Systems in Action: Under Construction or Available**

*Gayla Kolb, Southeast Missouri State University, Cape Girardeau, MO*

Examine children's problem-solving activities through video analysis of early reading behaviors with keen observation, note taking, and instructional conversations among colleagues. Extend teachers' understandings of working systems and change over time in self-regulation.

### **Contingent Support for Word Solving in Writing and the Links to Reading**

*Mary Lose, Reading Recovery trainer, Oakland University, Rochester, MI*

Using *Literacy Lessons Part 2*, section 7 and section 11, examine the Reading Recovery teacher's contingent support for the child's word solving in writing within a series of lessons and the reciprocal links that foster accelerative progress in reading.

**Study Session:** 90-minute single topic program designed to allow participants to share in an in-depth investigation directed by presenters. Participant interaction is encouraged.

**Concurrent Session** (all other sessions): 90-minute single topic program in a lecture-type format. Audience participation generally is limited to question and answer sessions at the discretion of the presenters.

# Reading Recovery

## STRAND SESSIONS CONTINUED

### **Tell Me a Story: Crafting Conversations**

*Leslie McBane, Reading Recovery teacher leader, Warren Regional Reading Recovery, Warren, OH*

According to Marie Clay, 'The more children engage in telling stories, the more command they get over language' (1998). Explore the return that children's storytelling provides in the writing portion of the lesson.

### ■ **The Quest for a Readable Text**

*Maryann McBride, Reading Recovery teacher leader, Clemson University, Clemson, SC*

From the administration of the Observation Survey to the conclusion of a child's series of lessons, a Reading Recovery teacher must be an expert chooser and sequencer of text. Explore how and why.

### ■ **Level 12 and Holding: Why and What To Do**

*Paulette Moore, Reading Recovery teacher leader, York Schools One, York, SC*

Why do some children slow down around text level 12? What strategic activities must be secure for upper text level reading? Videoclips and running record examples are included.

### **Discovering the Essence of Story Through Rich Book Introductions**

*Mary Rosser, Reading Recovery trainer, University of Maine, Orono, ME*

Storybooks are places where children weave together the threads of information and experiences they draw upon to make sense of their world and to create meaning from texts. Analyze and discuss videos of child/teacher interactions demonstrating rich book introductions.

### ■ **Section 13: Not a Daily Requirement**

*Jenny Samoly, Reading Recovery teacher leader, Cardinal Local Schools, Middlefield, OH*

Section 13 is not a daily requirement, but how and when do we use it? Examine the rationales, running records, and teaching interactions over time to better understand attending words in isolation.

### **Acceleration by Learning to Look at Print**

*Patricia Scharer, Reading Recovery trainer, The Ohio State University, Columbus, OH*

Study teaching procedures for looking at print to support searching, self-monitoring, and self-correction behaviors.

### **Teaching Decisions to Foster Acceleration**

*Maribeth Schmitt, Reading Recovery trainer, Purdue University, West Lafayette, IN*

Teachers make better decisions if they observe what the child is doing to process information, helping the teacher build on strengths, foster new learning, and promote increased acceleration as the child learns to self-regulate.

### ■ **So You Think It's Simple, Think Again!**

*Robert Schwartz, Reading Recovery trainer, Oakland University, Rochester, MI*

*Lynn Mangold, Reading Recovery teacher leader, Walled Lake Consolidated Schools, Walled Lake, MI*

Oversimplification is a characteristic of learning in complex, ill-structured domains. Explore children's literacy learning over time in Reading Recovery. Engage in analysis of videoclips to support professional learning.

### ■ **Planning Book Introductions for ELL Students**

*Magdalena Spurlock, Reading Recovery/DLL teacher, Fort Bend ISD, Sugar Land, TX*

Develop rich successful book introductions that prepare English language learners for their first encounter with the text. Videos show examples of how teacher/student interaction affects the child's approach to novel text.

### **Reaching the Outer Limit**

*Floretta Thornton-Reid, Reading Recovery trainer, Georgia State University, Atlanta, GA*

Clay (2005) reminds us 'there is no relaxation of challenges posed' as the teacher constantly moves toward the outer limits of the zone of proximal development (ZPD). Explore using the nuances of complex observation as well as teacher-child interactions to support reaching the ZPD outer limits as a child learns to write words and messages.

### ■ **Responding to Movement in the Right Direction**

*Janice Van Dyke, Reading Recovery trainer, Central Canadian Institute of Reading Recovery, Thornhill, ON, Canada*

What can teachers look for in running records of children's reading behavior that indicates progress? Explore what movement in the right direction and responsive teaching might look like using running record analysis and videoclips.

### **The Journey to Fast Processing**

*Susan Vincent, Reading Recovery teacher leader, Forest Hills Training Site, Cincinnati, OH*

Clay stated students' progress depends on the teacher's astute judgment about when to slow up and attend to detail and when to call for quick responding. Learn to make teaching decisions that lead to fast processing.

### **A Closer Look at Discontinuing**

*From The University of South Dakota, Vermillion, SD:  
Garreth Zalud, Reading Recovery trainer  
Mary Collins, Reading Recovery teacher leader  
Janet Petersen, Reading Recovery teacher leader*

*Diane Stevens, Reading Recovery teacher leader, Fremont Public Schools, Fremont, NE*

A guidesheet outlining the process of discontinuing a child's series of lessons, as described in *Literacy Lessons Part 1*, is discussed. Accompanying videos further illustrate the process.

■ Denotes Study Session    ■ Denotes Ticketed Session

# Grades K-6 Classroom Literacy

## STRAND SESSIONS

### Helping Students Use Comprehension Strategies on Their Own

*Janice Almasi, Carol Lee Robertson Endowed Professor of Literacy, University of Kentucky, Lexington, KY*

Students often have difficulty using strategies independently and transferring strategy use to other contexts. Examine critical elements needed in the learning environment to foster independent strategy use. Techniques for designing lessons that gradually release responsibility for strategy use from teachers to students are also shared.

### What's My Job as a Reader? Reading Comprehension and the Reflective Reader

*Mark Barratt, literacy consultant, Australian United States Services in Education, New York, NY*

Effective reading comprehension instruction results in readers who are more thoughtful, reflective, critical, and independent. Explore instructional practices that empower the reader and clarify the reader's role.

### Tools of the Trade: Using an Assessment Tool Effectively

*Joetta Beaver, literacy consultant, Worthington, OH*

*From Saint Paul Public Schools, Saint Paul, MN:  
Michelle Brown Ton, ELL content coach  
Catherine Rich, principal*

*From New Albany City Schools, New Albany, OH:  
Stacy Butterfield, classroom teacher and team leader  
Marsha Genteline, reading intervention specialist*

*Andrea McCarrier, Literacy Collaborative trainer, The Ohio State University, Columbus, OH*

*Karen Odegard, literacy consultant, Woodbury, MN*

*From Upper Arlington City Schools, Upper Arlington, OH:  
Kathleen Taps, grades 1-2 classroom teacher  
Julie Wright, grades 4-12 language arts teacher leader*

Teaching and learning are maximized when information gained from assessments is used effectively. Principals, classroom, reading, and ELL teachers share how information gained from formative assessments guides instruction and impacts student learning.

### The Literacy Instruction of English Language Learner (ELL) Students

*From South-Western City Schools, Grove City, OH:  
Vicki Burlingame, ESL teacher, Literacy Collaborative coach  
Deborah Czech, ESL teacher*

Are you struggling to help your ELL learners? Learn ways to facilitate the literacy learning of your ELLs through each of the components of the balanced literacy framework. Examples are shared.

### Creating Comprehension Conversations

*Rachael Hoffert, district literacy coach, Warsaw Community Schools, Warsaw, IN*

How do we foster meaningful conversations about text? Explore the language of conversation and how to develop deeper conversations among students using the instructional practices of read-aloud, guided reading, and conferring.

### Harnessing the Power of Shared Demonstrations

*From Fairfax County Schools, Falls Church, VA:  
Pat Johnson, literacy consultant/reading teacher  
Katie Keier, classroom teacher*

Are we jumping too fast from our modeling to independent practice? Interactive teaching allows students to take on some responsibility for thinking and comprehending as the teacher guides them through shared demonstrations.

### Literacy, Learning, Thinking, and Classroom Communities

*Peter Johnston, author and literacy researcher, Albany, NY*

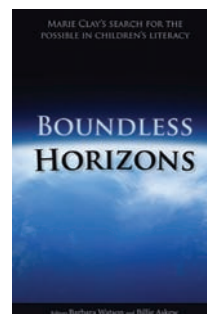
Discover how the classroom choices we make, particularly our language choices, influence the qualities of the classroom learning community, and learn how to make those choices wisely. The qualities of the learning community we build will impact children's comprehension, their social relationships, their intelligence, and how they handle challenge, adversity, uncertainty, and difference.

### Comprehension: Help All Children Understand

*Donna Knoell, educational consultant, author, and literacy tutor, Shawnee Mission, KS*

Learn strategies to help students comprehend what they read, with special emphasis on intervention strategies for students. Explore how decoding, vocabulary, fluency, and background knowledge all influence comprehension.

## Marie Clay



### Boundless Horizons *Marie Clay's Search for the Possible in Children's Literacy*

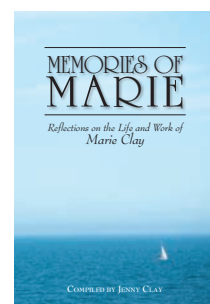
Edited by Billie J. Askew, Barbara Watson  
978-0-325-02676-3 / 2009 / \$25.00

Marie Clay pursued a tantalizing quest: "What is possible for children with reading problems? What would have to change?" Boundless Horizons tells the story of how, by observing young readers in ordinary classrooms, Clay uncovered explanations that led to the development of Reading Recovery.

### Memories of Marie *Reflections on the Life and Work of Marie M. Clay*

Edited by Jenny Clay  
978-0-325-02675-6 / 2009 / \$25.00

In Memories of Marie, dozens of educators, researchers, and others from around the world come together to share their experiences with Marie Clay and her work. Educators pay tribute to Marie's influence on the field of literacy education, her massive contribution in the form of Reading Recovery, and the importance of her work in the lives of students everywhere.



**Heinemann**  
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# Grades K-6 Classroom Literacy

## STRAND SESSIONS CONTINUED

### Developing the Emotional Life of Struggling Learners

*Carol Lyons, author and professor emerita, The Ohio State University, Columbus, OH*

Core emotional abilities that struggling learners need to control are discussed and translated into basic steps that teachers can take to support learners' emotional and cognitive development.

### Develop Your Own Balanced Literacy Framework

*From The Ohio State University, Columbus, OH:  
John McCarrier, Literacy Collaborative  
Andrea McCarrier, Literacy Collaborative trainer*

Learn to develop a framework for balanced literacy instruction based on your school's long-term goals, beliefs about teaching and learning, and understandings of best instructional practices. A variety of examples are shared.

### Questioning! How Critical Is It?

*Dianne McCune, adjunct faculty and consultant, Ohio University, Lancaster, OH*

*Stephanie Wooddell, literacy coach/intervention specialist, Athens City Schools, Athens, OH*

Examine critical questioning strategies that will enhance student comprehension using miniresponse journals. Participants will use inquiry to move learners to higher levels of thinking and understanding.



### Vocabulary: Bridge to Background Knowledge

*Ruth Metcalfe, district literacy coach, Goshen Community Schools, Goshen, IN*

*Sarah Mahurt, director, curriculum, assessment, & technology, U.S. Virgin Islands Department of Education, St. Croix District*

Because vocabulary knowledge supports comprehension in all content areas, it is important to teach it effectively. Learn to develop academic vocabulary in ways that strengthen conceptual understanding.

### Teaching Testing as a Genre Without Sacrificing Best Practices

*Lisa Puckett, K-5 literacy coach/interventionist, Goshen Community Schools, Goshen, IN*

We all want our test scores to reflect all that our students know, but many of us are not willing to sacrifice best practices to raise our scores. Learn about an authentic inquiry study on standardized tests that fits well in our reading workshops.

### The "X-celeration Factor" in Guided Reading

*Jan Richardson, educational consultant, Arlington, VA*

Examine the issues and teaching decisions that have the greatest impact on acceleration at all stages of reading development: using assessments to group students and select a focus, choosing books to support the focus strategy, and prompting students to use strategies appropriate for each reading stage. Learn X-cellent guided reading tips to X-cite your students and X-celerate their reading!

### Guided Writing — What It Is and How to Do It

*Gail Saunders-Smith, assistant professor, Youngstown State University, Youngstown, OH*

Investigate a small-group approach to teaching writing. Like guided reading, guided writing teaches strategies, skills, and vocabulary. Learn the teaching sequence and view student work.

### Learning and Teaching English Language Learners

*Stella Villalba, ESL teacher, Beechwood Elementary School, Whitehall, OH*

Learn specific instructional strategies for ELLs. Explore mentor books to support literacy learning. K-5 classroom examples and videos show children engaging in diverse literacy journeys.

### Using Literature in the Classroom

*April Wulber, language arts coordinator, Darke County Educational Service Center, Greenville, OH*

Need minilesson writing ideas? Examine mentor texts for various types of writing and create samples to use with a range of texts for instruction.



# Grades K-2 Classroom Literacy

## STRAND SESSIONS

### Enhancing Writing Through Oral Storytelling

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*Rosemary Baker, primary literacy coordinator, Penncrest Schools, Saegertown, PA*

Oral storytelling can be an effective tool for teaching writing in primary classrooms. Video examples include strategies for teaching oral storytelling as well as conferring with individual learners.

### Shared Reading and Informational Text in K-2

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*Mary Borba, associate professor, California State University, Stanislaus, Turlock, CA*

Focus on the importance of integrating literacy and informational text in K-2 using shared reading strategies. Teacher-made charts are featured to model the process.

### Thinking Aloud: It's Worth Talking About

---

*Sharon Callen, literacy consultant, Adelaide, Australia*

*Denise Ryan, education consultant, Melbourne, Australia*

Draw on brain-based research, the research of Marie Clay, and the elements of apprenticeship learning to explore the role of talk in helping readers, writers, and thinkers build a successful network of literacy strategies.

### Pre-K Bilingual Writers: How Does It Happen?

---

*From Spring Branch ISD, Houston, TX:*

*Dorlian Donalson, bilingual pre-kindergarten teacher*  
*Sara Hannes, pre-kindergarten director*

Learn to value the process of bilingual students learning to read, write, and illustrate their own books. Videoclips, work samples, and center activities are shared.

### Differentiated Literacy Centers Made Easy!

---

*Denise Estelle, classroom teacher, Western Wayne School Corporation, Cambridge City, IN*

Do you struggle to provide differentiation? Learn to develop and manage meaningful, differentiated centers to allow your students to work on appropriate concepts. Examples of activities and management tools are shared.

### Telling the Story with Your Voice

---

*Laura Harrington, literacy specialist, Council Rock Schools, Newtown, PA*

Fluency is essential to understanding of text. Explore the 'prosodic features of language' and learn how to teach and prompt for phrasing in fast and fluent reading. Theory, video demonstration, and strategy instruction are shared.

### Write From Day 1: Initiating Writing Workshop

---

*From Williamsport Area Schools, Williamsport, PA:*

*Wendy Kelsey, primary literacy coordinator/*  
*kindergarten teacher*  
*Michelle Bennett, kindergarten teacher*

Learn the tools, procedures, and minilessons necessary as kindergarten teachers successfully launch writing workshop at the beginning of the year.

### Using the Reading Process to Inform Instruction

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*Karolyn King, Title I coordinator/reading supervisor, South-Western City Schools, Grove City, OH*

What do your students need next? Learn how to combine understanding of the reading process with analysis of running records to make instructional decisions, and prioritize instruction and word work to create a 'meaning maker.'

### Nonfiction Text, It's Not Just for Science

---

*From Oak Lawn-Hometown D123 Schools, Oak Lawn, IL:*  
*Gerry Krull, literacy facilitator*  
*Peg Wiora, literacy specialist*

Explore the characteristics of nonfiction texts in shared and guided reading, share methods for deeper understanding, and consider ways to use entry points and visual literacy to make this genre accessible. View lesson examples.

### Linking Word Study to Reading and Writing

---

*From Goshen Community Schools, Goshen, IN:*  
*Lori Line, primary literacy coach/interventionist*  
*Ruth Metcalfe, district literacy coordinator*

Teachers can ensure students apply letter/sound/word knowledge when reading and writing. Explore methods for targeted word study and teaching for strategic application. View student samples and videoclips.

### The 'Write' Time for Writing Conversation

---

*From Kokomo Center School Corporation, Kokomo, IN:*  
*Carol Lutz, literacy coach*  
*Kathi Hoover, literacy coach/1st-grade teacher*

Conferencing and sharing are hidden treasures of writing workshop. *Writing talk* is key to unlocking the 'treasure chest' that honors writers, teaches new understandings, differentiates, and gathers data to guide instructional decisions.

### Author Study in a Primary Classroom

---

*Kristi McCullough, literacy coordinator, Western Wayne Schools, Cambridge City, IN*

Prepare to interest your students in reading and writing with an author study. Children become an apprentice to a famous author looking closely at how decisions are made in the writing process.

### Reading Recovery and First Grade — A Joint Effort

---

*From Albany City Schools, Albany, NY:*  
*Barbara McKenna, literacy specialist*  
*Rachel Christiansen, 1st-grade teacher*

When Reading Recovery and classroom teachers work together, student progress is efficient and accelerated. Videos of teacher conferences and discussions are included.

### What Do You Do When They Can't Read, "No. No. No."

---

*Florence Miyamoto, intervention specialist, Spring Branch ISD, Houston, TX*

Learn how to write simple books that meet individual needs and support the early behaviors of reading, strategic reading behavior, and concepts about print. Examples of easy to make books are shared.

# Grades K-2 Classroom Literacy

## STRAND SESSIONS CONTINUED

### Writing Poetry with Kindergartners

*Denise Morgan, professor, Kent State University, Kent, OH*

*From Solon City Schools, Solon, OH:*

*Jessica Kobe, teacher*

*Katie Plesec, literacy teacher leader*

*Jeffery Williams, district literacy leader*

Explore a 2-week poetry study with kindergarten students. An overview of the unit, videoclips of minilessons and conferences, and students' samples are shared.

### Reading and Math — A Perfect Marriage!

*From MSD Decatur Township, Indianapolis, IN:*

*Becky O'Connor, literacy coordinator*

*Ashley Dyck, kindergarten teacher*

Are you using best practices in teaching reading and writing? Learn to integrate effective literacy practices in the K-1 math block with read-alouds and a variety of reading and writing activities.

### Small-Group Instruction for RTI

*Karen Odegard, literacy consultant, Woodbury, MN*

*Adria Klein, literacy specialist, Saint Mary's College, Moraga, CA*

Struggling students need a specifically tailored approach to support oral language development, syntax, vocabulary development, and text comprehension. A design with a focus on building independence in reading and writing is presented.

### Early Literacy and the Autism Spectrum Learner

*Heather Ostrowski, Title I reading teacher, West Noble School Corporation, Ligonier, IN*

Learn practical strategies to promote literacy and language processing in children with autism spectrum disorders. Teaching considerations include sensory issues, fine motor skills, visual learning, concise directions, and understanding of temporal concepts.

### Making the Literature/Math Connection

*Beth Pohlman, 2nd-grade teacher, Madeira City Schools, Cincinnati, OH*

Teachers learn ways to choose and incorporate quality literature into the instruction of math concepts. A list of book titles, ideas for using each book, and samples of student work are presented.

### Guided Writing: Teaching with Power and Purpose (K-3)

*Jan Richardson, educational consultant, Arlington, VA*

Guided writing is a small-group approach to writing instruction that targets a specific skill or strategy students need to learn. Topics include analyzing writing samples to identify a focus strategy, creating powerful minilessons, and providing appropriate scaffolds and prompts that help accelerate students.

### The Effect of Reading Recovery and Coaching on K-2 Teachers and Students

*From The Ohio State University, Columbus, OH:*

*Patricia Scharer, professor*

*Andrea McCarrier, Literacy Collaborative trainer*

*Gay Su Pinnell, professor emerita*

Examine the findings of a 4-year, federally funded study in 18 Literacy Collaborative schools. Learn how data analysis connected coaching with teacher change and student achievement.

### Learning Decision Making in Community Writing

*Jen Schrecengost, reading specialist/coach, North Hills Schools, Pittsburgh, PA*

*Andrea McCarrier, Literacy Collaborative trainer, The Ohio State University, Columbus, OH*

Video excerpts show first graders engaged in a writing process to create an information book about mealworms. Teacher decision making during the 3-week project supported their learning as they wrote their books.

### Effective Classroom Collaboration (K-3)

*From Shelby County Public Schools, Shelbyville, KY:*

*Melissa Sims, teacher*

*Yvonne Fox, RTA intervention teacher*

*Wendy Hendon, teacher*

*Toni Moore, Title I teacher*

Collaboration often presents many obstacles. Learn strategies to make collaboration more effective with the entire literacy team. Resources include sample schedules, lesson plan models, and videoclips.

### Writing Workshop in Kindergarten

*From Hilliard City Schools, Hilliard, OH:*

*Andrea Waselko, literacy coordinator*

*Debra Lairson, literacy coordinator*

*Jacki Prati, kindergarten teacher/literacy coordinator*

Learn to analyze student writing in order to plan instruction that shifts students in the writing workshop. Videos show a teacher analyzing student writing to plan a writing minilesson, and implementing the lesson.

### An Interactive Approach to Linking Language and Literacy for English Language Learners

*Anne Weisenberg, assistant professor, California State University, Stanislaus, Turlock, CA*

Learn how to link oral language with literacy. Help English learners build bridges between speaking, reading, and writing with an interactive, language experience approach. Includes audience participation.

**Online Only Registration!**

**Please be sure to read all  
the important information on  
pages 22 and 23.**

# Grades 3–6 Classroom Literacy

## STRAND SESSIONS

### One Writing Program with Two Purposes: Giving Students the Tools They Need

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*From Wright State University, Dayton, OH:  
Jackie Collier, associate professor  
Anna Lyon, assistant professor*

Teachers struggle balancing two types of writing: aesthetic, focusing on content areas, and assessment. Learn ideas for implementing both effectively using one instructional framework.

### Poets Every Intermediate Teacher Should Know

---

*Janet Elliott, site coordinator, Center for Literacy  
Education and Research, West Lafayette, IN*

Ready to move beyond Prelutsky and Silverstein's poetry? Learn about the most popular poets who write for students in Grades 3–6, and how to get your students excited about learning from these mentors.

### Factual Texts and the Struggling Reader

---

*Stephen Graham, professional development manager,  
Melbourne, Australia*

Texts become increasingly important in the curriculum as students progress through the years of schooling. Teaching for meaning within factual texts is the focus.

### Inferring — The Heartbeat of Comprehension

---

*From Fairfax County Schools, Falls Church, VA:  
Pat Johnson, literacy consultant/reading teacher  
Katie Keier, classroom teacher*

Comprehending beyond the literal level of texts is important. But how do we teach students about inferring? Learn how to teach your students to dig deeper into the articles, books, and stories.

### Information Literacy and the Online Learner

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*Krissy Machamer, 4th-grade teacher, Maysville Local  
Schools, Zanesville, OH*

Information literacy is a critical skill for 21st century students. Learn how students can use technology for more than just games! Explore the effective use of blogs, podcasts, web quests, and more!

### Reading in the Content Area

---

*David Matteson, staff developer, Katonah, NY*

What's the focus of our instruction-giving content or accessing information? Explore the skills/strategies needed for students to understand how informational text works, and how that knowledge can impact their content learning.

### Who Knew...You, Too, Are An Author

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*Renaë Rives, literacy coordinator, Alvin ISD, Alvin, TX*

Tired of hearing, "I don't know what to write?" Learn how to teach the writer's craft through author studies that give your students a love of writing that goes beyond your writing block.

### Promote Inquiry and Engage Reluctant Boys

---

*Pam Ryan, literacy specialist/coach, ISD #622, North  
Saint Paul, MN*

Explore the use of mentor texts, author studies, and nonfiction texts to promote natural inquiry with reluctant boy readers. Learn how to 'hook them' so they are asking for more.

### Using Comics to Teach Comprehension

---

*Terry Thompson, K-5 literacy coach, Humble ISD,  
Humble, TX*

Interested in teaching with comics but want to know more? Explore the use of appropriate comics and graphic novels to motivate struggling readers while teaching comprehension strategies, vocabulary skills, and fluency development.

### Guided Reading — Explicit Instruction for All

---

*Carol Worst, literacy consultant, Newark City Schools,  
Newark, OH*

Learn effective ways to organize and implement guided reading. Examine ways to form groups, focus instruction, and differentiate instruction for all students—strugglers to high achievers.



# Literacy Coaching

## STRAND SESSIONS

### Sessions in this strand will help coaches effectively support teachers.

These sessions provide tools for literacy coaches to use to support ongoing professional development for classroom teachers. Student outcomes will be significantly improved by teachers who are more thoughtful and knowledgeable about their literacy understandings, instructional methods, and assessment strategies.

#### Change Over Time in Literacy Collaborative Coaches and Teachers

*From The Ohio State University, Columbus, OH:*  
*Marlene Beierle, research assistant*  
*Carrie Hung, research assistant*

Three unique scenarios emerge from interviews with literacy coaches. Explore how coaches and K–2 teachers move from the initial implementation of a school reform program toward the co-construction of a professional learning community.

#### Running Records — Moving Teachers Beyond Accuracy Rates and Text Levels

*Mary Ann Clark, literacy leader of professional learning,*  
*Duval County Public Schools, Jacksonville, FL*

Learn how a coaching framework shifted K–2 classroom teachers' use of running records to guide their instructional decisions. Video examples illustrate how running records became their most-valuable assessment tool.

#### Cluster Coaching: The Power of Co-constructed Learning

*Alice Ensley, Literacy Collaborative primary district trainer,*  
*Dalton Public Schools, Dalton, GA*

The basic principles underlying the Vygotskian theory of learning are applied to literacy coaching. Learn about a group-coaching model that allows teachers to experience a reflective teaching-learning cycle.

#### Coaching Around Small-Group Interventions

*Shannon Henderson, literacy specialist, Purdue University,*  
*West Lafayette, IN*

*Penny Antell, district literacy coach, D.C. Everest Area*  
*Schools, Weston, WI*

Response to intervention initiatives highlight the instructional needs of struggling literacy learners. Explore a coaching cycle that focuses on individual student progress when working with teachers and interventionists in a small-group setting.

#### Value of Preconference in Coaching

*Carrie Hung, doctoral candidate, The Ohio State*  
*University, Columbus, OH*

Coaching's preconference prepares the agenda for discussion and reflection after the lesson. Explore how the coach carefully sets up this initial interaction with the classroom teacher to facilitate reflection in the postconference.

#### School-Based Literacy Coaching

*Sarah Johnson, director of Title I and remedial reading,*  
*Mehlville Schools, St. Louis, MO*

Focus on how school-based literacy coaching can lead to improved student achievement for all learners.

#### Reenergize Schools: Change Over Time

*Sarah Mahurt, director, curriculum, assessment, & technology,*  
*Virgin Islands Public Schools, St. Croix District*

*Ruth Metcalfe, literacy coach, Goshen Community Schools,*  
*Goshen, IN*

Coaches and schools can hit plateaus in their continuous growth process. Experienced coaches and administrators will learn ways to reenergize coaching and schools to improve student achievement.

#### Coaching Conversations: Connecting the Preconference to the Postconference and Future Goals

*From Goshen Community Schools, Goshen, IN:*  
*Lisa Puckett, K-5 literacy coach/interventionist*  
*Nina Keister, 2nd-grade teacher*  
*Tracy Robison, 2nd-grade teacher*  
*Machelle Wineland, 2nd-grade teacher*

Follow the teacher's needs, desires, and strengths and link them to student observation and professional research.

#### Building Relationships for Collaboration and Coaching

*Anne Weisenberg, assistant professor, California State*  
*University, Stanislaus, Turlock, CA*

Investigate results of research that lead to a peer-coaching model resulting in the development of professional learning communities and increased student achievement.

#### The Art of Coaching Conversations

*Gina Zugelder, project coordinator, University of Central*  
*Florida, Orlando, FL*

*Karen Ladinsky, literacy/curriculum resource teacher,*  
*Cracker Trail Elementary, Sebring, FL*

Explore the art of coaching conversations through the frame of language as a tool, language as an art, and language as a catalyst for coaching conversations. Videos demonstrate coaching conversations for language exploration.



# Children's Literature

## STRAND SESSIONS

### Free Choice Poetry

*Brod Bagert, author and poet, Metairie, LA*

Free choice poetry is a high-energy, interactive, and totally revolutionary way of creating a poetry experience in your classroom — an experience based on the oral performance of language that will supercharge the effectiveness of the traditional language arts program — bridging the gap between oral and written language.

### Using Mentor Texts in the Primary Classroom

*Carole Holden, literacy specialist, Council Rock Schools, Newtown, PA*

Explore how mentor texts are utilized to model critical thinking and foster insightful writing in the classroom. Invite expert writers into your classroom so students have powerful literary examples to explore and imitate.

### Children's Literature and Inquiry Learning

*Gregory Imbur, assistant professor, Goshen College, Goshen, IN*

Learn how to launch inquiry learning using children's literature to link science, math, and social studies to your literacy instruction. Explore examples using materials from lessons and topics across elementary grades.

### Wonderful Words: New Books for 3–6 Classrooms

*Barbara Kiefer, Charlotte Huck professor of children's literature, The Ohio State University, Columbus, OH*

Discover recently published books of all genres for middle-grade readers. Book titles are identified for curriculum connections, for reading aloud, and those that are purely for pleasure.

### 100 Best Picture books of the Decade!

*Dan McKay, principal, East Holmes Local Schools, Berlin, OH*

Explore the best picture books published this past decade and learn a variety of ways to use them with students of any age.

### Wonderful Words: New Books for Primary Grades

*Patricia Scharer, professor, The Ohio State University, Columbus, OH*

New books from 2009 for K–2 readers are shared through scans of book covers and illustrations. A bibliography is provided.

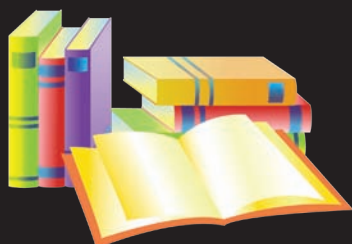
### Teaching Reading and Writing With Nonfiction

*Fran Wilson, 2nd-grade teacher, Madeira City Schools, Madeira, OH*

Learn criteria for identifying quality nonfiction books. Orbis Pictus Award books and recently published nonfiction books are shared, along with ideas for reading and writing instruction in the classroom.



**Helping You Teach  
Children to Read**



## Because Teachers and Children Deserve the Best of the Best

Our prepackaged, leveled K-4 collections include "hand-picked" titles from up to 15 top companies. To our knowledge, ours is the only company providing this service.

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- We have 10 years of experience serving schools nationwide and abroad
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# SPECIAL ANNIVERSARY RECEPTION

## Reading Recovery Community Celebrates 25 Years in North America

This Conference is particularly exciting as we celebrate 25 years of Reading Recovery in North America's schools, helping struggling first-grade students become successful readers and writers. No other early intervention has matched Reading Recovery's record of documented student success, long-term implementation in schools, high research ratings from USDE's What Works Clearinghouse and continuous data collection on nearly 2 million students. Let's celebrate, reflect, and recognize people who have been part of the Reading Recovery story!



To commemorate this milestone, we will celebrate the anniversary throughout the Conference. A reception will be held on Sunday, February 7 from 5:30–7:00 pm at the Convention Center. **Special guests include Barbara Watson and Jenny Clay, daughter of Marie Clay.** All Conference attendees are invited; pre-registration and a ticket are required.

## CONFERENCE EXHIBITORS – PRELIMINARY LIST AS OF AUG. 15, 2009

Abrams Learning Trends  
AKJ Books  
Benchmark Education  
Booksource  
Brightpoint Literacy  
Buddy Books Publishing  
Curriculum Plus Publishing  
Delta Education, School Specialty Science  
Educators Publishing Service  
Frog Publications  
Hameray Publishing Group  
Handwriting Without Tears  
Harry P. Books  
Heinemann  
Kaeden Books  
Keep Books  
Kim-FIG-Fern Books  
Lakeshore Learning Materials  
MaryRuth Books

Nasco  
Ohio Optometric Association  
The Ohio State University Literacy Projects  
Pearson  
Pioneer Valley Books  
Read Naturally  
Reading Reading Books, LLC  
Really Good Stuff  
Renaissance Learning  
Resources for Reading  
Richard C. Owens Publishers  
Scholastic.com  
Seedling Publications  
The Silver Lady II  
Simply Unique  
SongLake Books  
Townsend Press  
Wireless Generation  
Zaner Bloser

# CONFERENCE FACTS

## to help you plan your Conference experience

**Attire** Casual and comfortable with layers to suit room temperature variations.

**Author Book Signings** Keynote speakers will offer book signings during the Conference. Jenny Clay and featured speakers will be available to sign books on Sunday, 12:30–1:15 pm. Jenny Clay will have an additional book signing with Barbara Watson and Billie Askew on Sunday, February 7, at 5:30–6:00 pm in the Terrace Ballroom Foyer.

**Certificate of Attendance** Earn up to 17.5 professional development hours. A certificate of attendance will be available at the Conference Registration Center.

**Exhibits** Publishers and other vendors will display their products on Saturday, February 6, 3:00–6:00 pm; Sunday, February 7, 8:30 am–5:30 pm; and Monday, February 8, 8:00 am–5:00 pm.

**Evenings** To facilitate further networking of Conference attendees, no evening sessions will be scheduled.

**Optional Evening Events:** On Saturday, February 6, and Sunday, February 7, special promotional-priced movie tickets are available (with official RRCNA Conference name badge) at the 11-screen **Arena Grand Movie Theatre** located within walking distance of the Columbus Convention Center. On Monday, February 8, **Easton Town Center**—a shopping, dining, and entertainment complex—is offering Conference attendees a shopping excursion. Free shuttles will take you roundtrip from the Convention Center to Easton Town Center from 4:45–9:00 pm.

**Getting to Columbus** For driving directions, visit [www.ExperienceColumbus.com](http://www.ExperienceColumbus.com).

**Ground Transportation from the Airport** Besides taxis (a trip to downtown costs approximately \$25 one way), airport shuttles are operated by Urban Express Shuttle 1-877-840-0411, roundtrip from airport to downtown hotel \$25 or \$15 one way; or Arch Transportation 1-800-325-1882, roundtrip from airport to downtown hotel \$20 or \$12 one way. Reservations are required for both shuttles.

**Hotel Reservations** The Reading Recovery Council of North America (RRCNA) has contracted with five hotels in downtown Columbus. It is very important that you reserve your room in one of these hotels. To make a hotel reservation, go to [www.rrcna.org/conferences](http://www.rrcna.org/conferences). This online reservation system gives you actual hotel room availability and an immediate confirmation. You must have a credit card and an email address to utilize this reservation system. For more details about the hotels, see page 22.

**International Data Evaluation Center (IDEC)** The IDEC Resource Room will be open to teacher leaders and trainers by appointment to discuss with the director and associate director any issues they wish to address including data issues, special requests, and questions regarding the ARPs. This is also a good time to talk about any current or future research you are engaged in or planning. Call the Help Desk at 614-688-8245 prior to the Conference to arrange an appointment.

**Location** The 2010 National Reading Recovery & K–6 Classroom Literacy Conference will be held at the Greater Columbus Convention Center, 400 North High Street, Columbus, OH. It is connected to the Hyatt Regency Hotel (Conference headquarters hotel). Located in downtown Columbus, the Convention Center is within walking distance of many restaurants and attractions. Visit [www.ExperienceColumbus.com](http://www.ExperienceColumbus.com) for more details.

**Membership Meeting** All RRCNA members and prospective members are invited to attend the annual RRCNA Membership Meeting and Reception on Monday, February 8, from 4:30–5:30 pm in the Convention Center. Come meet the Council staff, board of directors, and committee chairs. All attendees are welcome to offer their feedback and ask questions about RRCNA projects and membership benefits and services. Dozens of door prizes will be awarded!

**Meals** With a full Conference registration, the following meals will be provided: lunch on Sunday and Monday. Name badge and tickets are required for meals.

**Registration** Conference registration is **online only**. To register for the conference, go to [www.rrcna.org/conferences](http://www.rrcna.org/conferences).

### 25th Anniversary Reception Commemorating 25 Years of Reading Recovery in North America!

The 25th anniversary will be celebrated throughout the Conference and during a reception on Sunday, February 7, 5:30–7:00 pm at the Convention Center. Special guests include Barbara Watson and Jenny Clay, daughter of Marie Clay. Hors d'oeuvres and refreshments will be served (a cash bar will be available). All Conference attendees are invited; pre-registration and a ticket are required. Pre-register for this event when you are completing your online Conference registration.

### Attractions Close to the Convention Center

**Arena District** As the premiere entertainment district in downtown Columbus, the Arena District offers an experience unlike any other. Home to the National Hockey League Columbus Blue Jackets, the Arena District is a lively urban village adjacent to the Convention Center and features many trendy restaurants, brewpubs, concert venues, live entertainment, and a movie complex. It is located one block west of the Hyatt Regency Hotel. Visit [www.arena-district.com](http://www.arena-district.com) for more information.

**North Market** Since 1876, local merchants offer fresh and prepared foods, flowers, ethnic cuisine, and unique gifts. This historic public market is located between High and Front streets, one block west of the Convention Center. Open Saturday, 8:00 am–5:00 pm; Sunday, noon–5:00 pm; Monday, 9:00 am–5:00 pm; and Tuesday–Friday, 9:00 am–7:00 pm.

**Short North** Located just north of the Convention Center on High Street, this historic, culturally rich neighborhood is known for great art galleries, unique boutique stores, and a variety of restaurants and eclectic shops. The Cap at Union Station on High Street offers dining and shopping one block north of the Convention Center.

# ONLINE ONLY REGISTRATION

## Important Registration Instructions – Please Read

Prior to going to the registration website, please read page 23 thoroughly and then gather the following information:

- **Payment Information:** All payment types are accepted online, including credit card, check, and purchase orders. Purchase orders and checks must be received within 15 days after you register.
- **Session Selection:** Review session descriptions and make a selection for each time slot.

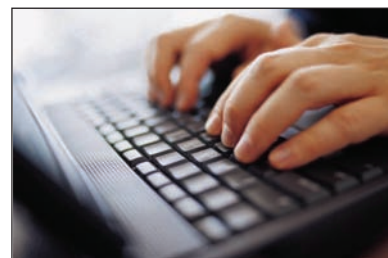
Carefully review the registration fees, discounts available, and cancellation/refund policies on page 23.

### To Register

Go to [www.rrcna.org/conferences](http://www.rrcna.org/conferences). Have your payment information and session selections ready. Complete the online registration. You will receive a confirmation by email.

### Approval Forms

Need a form to submit to your administrator for approval? Go to [www.rrcna.org/conferences](http://www.rrcna.org/conferences). Download a special form, then complete and submit the form to your administrator. After you receive approval, complete the online Conference registration at [www.rrcna.org/conferences](http://www.rrcna.org/conferences).



### Online Only Registration

Credit cards, checks, and purchase orders accepted online at [www.rrcna.org/conferences](http://www.rrcna.org/conferences)

## HOTEL ACCOMMODATIONS

### Make reservations at [www.rrcna.org/conferences](http://www.rrcna.org/conferences)

1. Visit [www.rrcna.org/conferences](http://www.rrcna.org/conferences) and click on the hotel link to make a reservation. You must have a credit card and an email address to utilize this reservation system. Confirmation is sent immediately.

2. If you do not use the online reservation system, you must obtain a housing form. Go to [www.rrcna.org/conferences](http://www.rrcna.org/conferences) and click on Hotel Form. Confirmation will be sent to you directly from the Housing Office. At that time, a first-night deposit will be required.

3. The RRCNA discounted hotel rate is available through Jan. 18, 2010.

The online housing system will be operational through Wednesday, January 28 (room rates and availability are subject to change after January 18). All changes and cancellations must be submitted online through the online reservation system, or if you do not have Internet access, in writing to the Housing Office. The online system will be shut down at 5:00 pm January 28. For cancellations after 5:00 pm on January 28, and for no-shows, a fee equal to one full night's lodging will be charged. Read your hotel's cancellation policy carefully; additional fees may apply.

**NOTE: Hotels will not have your reservation information until January 29. After January 29, all changes need to be made directly with your hotel. RRCNA does not have access to the Housing Office database.**

### Hotel Taxes

To help you plan expenses and to ensure a smooth checkout, please note the hotel taxes: 10% bed tax and a 6.75% state tax. Attendees are responsible for contacting their hotels in advance to discuss eligibility for tax exemptions and request the forms required by the hotel.

### — Official Conference Hotel Locations and Room Rates —

Discounted hotel room rates and other information is available online at [www.rrcna.org/conferences](http://www.rrcna.org/conferences)

**HYATT REGENCY  
(headquarters)\***  
350 N. High St.

**CROWNE PLAZA\***  
33 E. Nationwide Blvd.

**RED ROOF INN\*\***  
111 E. Nationwide Blvd.

**HAMPTON INN\*\***  
501 N. High St.

**DRURY INN\***  
88 E. Nationwide Blvd.

\* Connected to the Convention Center

\*\* Across the street from the Convention Center

NOTE: If you are attending the Preconference Institute, the Hyatt Regency, Crowne Plaza, and Red Roof Inn are available for reservations on Friday, February 5.



# ONLINE REGISTRATION INFORMATION

## Register at [www.rrcna.org/conferences](http://www.rrcna.org/conferences) – 2010 Conference Registration Fees at 2009 Pricing

Please read registration instructions carefully.

**Registration is online at [www.rrcna.org/conferences](http://www.rrcna.org/conferences).** You may register online using any payment type including purchase order, check, or credit card. Note: If registering with a purchase order or check, you must mail in your purchase order or check, fax a copy of your payment, or scan and email a copy of your purchase order to the RRCNA registration office within 15 days. Your registration will not be processed until your purchase order or check has been received. Credit card payments are confirmed immediately after payment has been processed. Billed purchase order: purchase orders hold a registration but do not constitute payment. If you use a school purchase order (payable to RRCNA) you must comply with RRCNA payment terms. Your employer's purchase order must arrive by Dec. 1, 2009, to obtain the early rate. After it has been received at the RRCNA office, an invoice will be sent. Upon receipt of this invoice, your employer must issue a payment for your registration. **Fax purchase order to 614-985-3736 or email to [conference@dpmanagement.net](mailto:conference@dpmanagement.net).**

### Two Ways to Receive Discounts on Your Registration

1. Be a current RRCNA member or join or renew your membership and save \$50 instantly.
2. Register by Dec. 1, 2009 — see savings below.

### NATIONAL READING RECOVERY & K-6 CLASSROOM LITERACY CONFERENCE FEES

Saturday, February 6, 2010: Preconference Institutes

Sunday, February 7–Tuesday, February 9, 2010: Full Conference  
Full registration includes admission to the Conference and all general and concurrent sessions held February 7–9.

**Preconference Institutes are held on February 6 and are not included in the full Conference registration fee.**

Note: Some Preconference and featured speaker sessions are restricted to Reading Recovery-trained professionals only. These sessions are noted on pages 3 and 5.

#### Saturday Preconference Institute Fees (includes lunch)

Saturday, February 6, 2010, 9:00 am–3:30 pm

	RRCNA Member	Non-Member
<b>Early Registration</b>		
<b>If submitted by Dec. 1, 2009</b>	\$175	\$225

Regular Registration

<b>If submitted after Dec. 1, 2009</b>	\$210	\$260
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Registration will be confirmed based on the order received. You will be notified if your selection is full.

#### Conference Registration Fees

Early registration applies to registrations with payment information received by Dec. 1, 2009.

**SUBTRACT \$50 if you are a current or joining RRCNA member.**

	Early Rate	Regular Rate
Full Conference	\$370	\$420
Sunday Only	\$265	\$320
Sunday/Monday	\$325	\$375
Monday/Tuesday	\$325	\$375
RTI Forum (Monday)	\$50	\$50
25th Anniversary Reception	\$25	\$30

Meals included in the full Conference registration fee are Sunday and Monday box lunch. Partial registration includes the same meals for the days you are registered.

### Response to Intervention (RTI) Forum

The Response to Intervention (RTI) Forum will be held Monday, February 8, from 8:30 am–4:30 pm (see page 8 for session details). You may attend the RTI Forum with a Full Conference registration, or you may register for the 1-day Forum.

*Funding for the RTI Forum has been provided through an award from the U.S. Department of Education, under award number U215K090094, for the Fund for the Improvement of Education (FIE) Program.*

### Exhibit Hall-Only Registrations

One-day passes to the Exhibit Hall are available for \$25 for RRCNA members and \$50 for non-members. For more information, email [tphillips@readingrecovery.org](mailto:tphillips@readingrecovery.org), or call 614-310-7337.

### Cancellation and Refunds

Refunds will be given if written notice is postmarked by Dec. 15, 2009. There will be a \$50 accounting fee charged for all refunds. Please note that submission of this registration is a commitment to pay if the Conference is held, regardless of weather conditions. No-shows will be invoiced and subject to collections for the full amount. Unpaid registrations (including no-shows) will necessitate barring registration for future Reading Recovery conferences, academies, and institutes sponsored by RRCNA.

**Refunds will not be given after Dec. 15, 2009. You may transfer your registration to another person if you notify the Registration Office at 866-458-8521 or 614-985-3648 or by email to [conference@dpmanagement.net](mailto:conference@dpmanagement.net).**

### Reading Recovery Council of North America (RRCNA) Membership and Discount

To thank all members of the Reading Recovery Council of North America for their support, a discounted member rate on the Conference registration fee is available to all current RRCNA members and to all participants who join the Council or renew their membership when registering for the Conference. Join RRCNA now to immediately receive 2010 National Conference registration fee discounts by completing the membership portion of the online registration. To quickly find your RRCNA membership ID number, see your address label on the back of this booklet. Your ID number directly follows your name on the first line of the label.

### Full-Time Graduate Students

Full-time graduate students may receive RRCNA member discounts. Additionally, working scholarships are available. Inquire at 614-310-7340.

### Share with Colleagues

If you receive more than one Conference booklet, please pass the extra one on to a colleague. All Conference information is available online at [www.rrcna.org/conferences](http://www.rrcna.org/conferences).

### Questions

To check on the status of your registration, go to [www.rrcna.org/conferences](http://www.rrcna.org/conferences) and click on the 'registration confirmation' link. Enter your confirmation number or membership number and last name. You will be able to check on payment status and registered sessions. Your confirmation email will be sent by [conference@dpmanagement.net](mailto:conference@dpmanagement.net). Please be sure to allow notices from this email address to pass through your SPAM filters.

For registration questions such as where to mail your payment, Conference fees, or invoice information, or to make a change to an existing registration, call 866-458-8521 or email [conference@dpmanagement.net](mailto:conference@dpmanagement.net).

For Conference program questions call 614-310-7340 from 8:30 am–5:00 pm EDT, Monday–Friday.

# Preliminary Conference Session Schedule (SUBJECT TO CHANGE)

## SUNDAY 10:30 am to Noon

**GENERAL SESSION: Carol Lyons**  
**Changing Lives Forever: Looking Backward and Forward**

## SUNDAY 1:30 pm to 3:00 pm

### Reading Recovery

Making the Invisible Visible: The Role of Meaning in Effective Literacy Processing  
 Nancy Anderson ★ **T**

Attending to Word Learning: Refining the Focus  
 Noel Jones

Lesson Records: What Do I Write?  
 Betsy Kaye

Acceleration by Learning to Look at Print  
 Patricia Scharer

Planning Book Introductions for ELL Students  
 Magdalena Spurlock

### Implementation

Reading Recovery Students' Motivation to Read  
 Salli Forbes

Marketing Reading Recovery to Decision Makers  
 Randy Overbeck

### K-2 Classroom

Nonfiction Text, It's Not Just for Science  
 Gerry Krull

Early Literacy and the Autism Spectrum Learner  
 Heather Ostrowski

Making the Literature/Math Connection  
 Beth Pohlman

### K-6 Classroom

Tools of the Trade: Using an Assessment Tool Effectively  
 Joetta Beaver

Questioning! How Critical Is It?  
 Dianne McCune

Guided Writing: Teaching with Power and Purpose  
 Jan Richardson ★

### 3-6 Classroom

Promote Inquiry and Engage Reluctant Boys  
 Pam Ryan

Guided Reading - Explicit Instruction for All  
 Carol Worst

### Literacy Coaching

Building Relationships for Collaboration and Coaching  
 Anne Weisenberg

The Art of Coaching Conversations  
 Gina Zugelder

### Children's Literature

Using Mentor Texts in the Primary Classroom  
 Carole Holden

## SUNDAY 3:30 pm to 5:00 pm

### Reading Recovery

Celebrating an Extraordinary Journey  
 Billie Askew and Barbara Watson ★ **T**

The Ins and Outs of Breaking and Taking Words Apart  
 Clifford Johnson

Contingent Support for Word Solving in Writing and the Links to Reading  
 Mary Lose

Reaching the Outer Limit  
 Floretta Thornton-Reid ★ **T**

Responding to Movement in the Right Direction  
 Janice Van Dyke

### Implementation

School Literacy Teams  
 Cynthia Bogle

Get Sassy and Sell the Program!  
 Crystle Flynt

### K-2 Classroom

Differentiated Literacy Centers Made Easy!  
 Denise Estelle

Write From Day 1: Initiating Writing Workshop  
 Wendy Kelsey

Reading Recovery and First Grade — A Joint Effort  
 Barbara McKenna

What Do You Do When They Can't Read, "No. No. No."  
 Florence Miamoto

An Interactive Approach to Linking Language and Literacy for ELL  
 Anne Weisenberg

### K-6 Classroom

Harnessing the Power of Shared Demonstrations  
 Pat Johnson

Vocabulary: Bridge to Background Knowledge  
 Ruth Metcalfe

Guided Writing — What It Is and How to Do It  
 Gail Saunders-Smith

### 3-6 Classroom

Using Comics to Teach Comprehension  
 Terry Thompson

### Literacy Coaching

Change Over Time in Literacy Collaborative Coaches and Teachers  
 Marlene Beiler

### Children's Literature

Children's Literature and Inquiry Learning  
 Gregory Imbur

## MONDAY 8:30 am to 10:00 am

### Reading Recovery

Revealing, Teaching, Telling  
 Evelyn Arthur

Celebrating an Extraordinary Journey  
 Billie Askew and Barbara Watson ★ **T**

Analyzing Running Records: Responding to Changes  
 Susan Burroughs

Comprehension: What Do We Understand?  
 Mary Fried ★ **T**

Midyear Entry — Spring Success!  
 Sharon Gilbert

Teaching Decisions to Foster Acceleration  
 Maribeth Schmitt

The Journey to Fast Processing  
 Susan Vincent

### K-2 Classroom

Pre-K Bilingual Writers: How Does It Happen?  
 Dorlian Donalson

Author Study in a Primary Classroom  
 Kristi McCullough

Small-Group Instruction for RTI  
 Karen Odegard

The Effect of Reading Recovery and Coaching on K-2 Teachers and Students  
 Patricia Scharer

Effective Classroom Collaboration (K-3)  
 Melissa Sims

### K-6 Classroom

Literacy, Learning, Thinking, and Classroom Communities  
 Peter Johnston ★

Comprehension: Help All Children Understand  
 Donna Knoell

Developing the Emotional Life of Struggling Learners  
 Carol Lyons

Teaching Testing as a Genre Without Sacrificing Best Practice  
 Lisa Puckett

Learning and Teaching English Language Learners  
 Stella Villalba

### 3-6 Classroom

Poets Every Intermediate Teacher Should Know  
 Janet Elliott

Reading in the Content Area  
 David Matteson

### Literacy Coaching

Reenergize Schools: Change Over Time  
 Sarah Mahurt

### Children's Literature

Teaching Reading and Writing With Nonfiction  
 Fran Wilson

## CONCURRENT AND STUDY SESSION DESCRIPTIONS

**Concurrent Session** — 90-minute single topic program in a lecture-type format. Audience participation generally is limited to question and answer sessions at the discretion of the presenters.

**Study Session** — 90-minute single topic program designed to allow participants to share in an in-depth investigation directed by presenters. Participant interaction is encouraged.

## SESSION KEY

- T** Ticketed Session
- Study Session
- ★** Featured Speaker

# Watch for updates on the RRCNA website at [www.rrcna.org/conferences](http://www.rrcna.org/conferences)

MONDAY 10:30 am to 11:45 am

**GENERAL SESSION: Candy Dawson Boyd**  
Celebrating Core Truths That Save Children

MONDAY 1:00 pm to 2:30 pm

## Reading Recovery

Reading and Writing: Teaching for Reciprocal Gains  
Ann Ballantyne

Running Records: A 'GPS' for Driving Instruction  
Gaynell Jamison

Level 12 and Holding: Why and What To Do  
Paulette Moore

Discovering the Essence of Story Through Rich Book Introductions  
Mary Rosser

So You Think It's Simple, Think Again!  
Robert Schwartz

Reaching the Outer Limit  
Floretta Thornton-Reid

A Closer Look at Discontinuing  
Garreth Zalud

## K-2 Classroom

Enhancing Writing Through Oral Storytelling  
Rosemary Baker

Thinking Aloud: It's Worth Talking About  
Sharon Callen

The 'Write' Time for Writing Conversation  
Carol Lutz

Reading and Math — A Perfect Marriage!  
Becky O'Connor

## K-6 Classroom

Creating Comprehension Conversations  
Rachael Hoffert

Literacy, Learning, Thinking, and Classroom Communities  
Peter Johnston

The "X-celeration Factor" in Guided Reading  
Jan Richardson

Using Literature in the Classroom  
April Wulber

## 3-6 Classroom

Factual Texts and the Struggling Reader  
Stephen Graham

Inferring — The Heartbeat of Comprehension  
Pat Johnson

## Literacy Coaching

Value of Preconference in Coaching  
Carrie Hung

School-Based Literacy Coaching  
Sarah Johnson

## Children's Literature

Wonderful Words: New Books for 3-6 Classrooms  
Barbara Kiefer

MONDAY 3:00 pm to 4:30 pm

## Reading Recovery

Making the Invisible Visible: The Role of Meaning in Effective Literacy Processing  
Nancy Anderson

Planning Effective Book Orientations  
Janet Behrend

What is the Author's REAL Message?  
Janet Bufalino

The Power of Our Words Across the Reading Recovery Lesson  
Sandra Dennison

Fluency...Teach for It!

Pamela Grayson

Random Acts of Attending and Solving  
Karen James

Processing Systems in Action: Under Construction or Available  
Gayla Kolb

Tell Me a Story: Crafting Conversations  
Leslie McBane

## K-2 Classroom

Telling the Story with Your Voice  
Laura Harrington

Using the Reading Process to Inform Instruction  
Karolyn King

Linking Word Study to Reading and Writing  
Lori Line

Learning Decision Making in Community Writing  
Jen Schrecengost

Writing Workshop in Kindergarten  
Andrea Waselko

## K-6 Classroom

Helping Students Use Comprehension Strategies on Their Own  
Janice Almasi

What's My Job as a Reader? Reading Comprehension and the Reflective Reader  
Mark Barratt

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Mark Barratt

TUESDAY 9:00 am to 10:00 am

**GENERAL SESSION: Brod Bagert**  
Rambo Teacher

TUESDAY 10:30 am to Noon

## Reading Recovery

Reflections on the Life and Legacy of Marie Clay  
Jenny Clay

Literacy Intervention with Special Education Students  
Lynn Curran Sargent

Comprehension: What Do We Understand?  
Mary Fried

Teaching for Independence in Writing  
Jackie Heinz

Designing Efficient and Effective Lessons  
Phoebe Ingraham

Fostering Student Success from the Start  
Tina Jordan

The Quest for a Readable Text  
Maryann McBride

Section 13: Not a Daily Requirement  
Jenny Samoly

## Implementation

Teacher Research in Reading Recovery Settings  
Catherine Compton-Lilly

Study Groups: Meeting the Professional Needs  
Cathleen Duvall

## K-2 Classroom

Shared Reading and Informational Text in K-2  
Mary Borba

Writing Poetry with Kindergartners  
Denise Morgan

## K-6 Classroom

Helping Students Use Comprehension Strategies on Their Own  
Janice Almasi

The Literacy Instruction of ELL Students  
Vicki Burlingame

Develop Your Own Balanced Literacy Framework  
John McCarrier

## 3-6 Classroom

Information Literacy and the Online Learner  
Krissey Machamer

## Literacy Coaching

Cluster Coaching: The Power of Coconstructed Learning  
Alice Ensley

Coaching Around Small-Group Interventions  
Shannon Henderson

## Children's Literature

100 Best Picture Books of the Decade!  
Dan McKey

## RESPONSE TO INTERVENTION FORUM — MONDAY, FEBRUARY 8

8:30 am to 10:15 am

Forum Introduction and Overview by Linda Dorn  
RTI: Promises, Possibilities, and Potential Problems  
Marjorie Lipson and Karen Wixson

11:45 am to 1:00 pm

Forum Luncheon: Discussion and Questions with  
Marjorie Lipson and Karen Wixson

1:00 pm to 2:30 pm

Power of Professional Learning Communities: Collaboration Leading to Change  
Terri Beeler

Sustaining and Expanding Success in Schools

Enrique Puig

3:00 pm to 4:30 pm

Teacher To Teacher — Literacy Staff Development  
Susan Matz

Every Child, Every Day, Whatever It Takes  
Karen Scott



# 2010 National Reading Recovery & K-6 Classroom Literacy Conference

February 6-9, 2010 in Columbus, Ohio



Be a part of this vibrant professional learning community that combines the richness of deep learning with ideas that you can implement right away.

